



The University of the State of New York
The State Education Department

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	03 02 00 01 0015
School Name	East Middle School
School Address	167 E. Frederick Street, Binghamton, NY 13904
District Name	Binghamton City School District
School Leader	Mary M Surdey
Dates of Review	February 19-20, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	6-8	Total Enrollment	614	SIG Recipient	NP	Title 1 Population	83%	Attendance Rate	91.6 %		
Free Lunch	73%	Reduced Lunch	10 %			Limited English Proficient	6%	Students with Disabilities	19%		
Number of English Language Learner Classes											
#Transitional Bilingual	0		#Dual Language		0						
Number of Special Education Classes											
#Self-Contained			#Consultant Teaching		6		#Integrated Collaborative Teaching			6	
#Resource Room	6										
Number Special Classes											
#Visual Arts	12	#Music	12	#Drama	0	#Foreign Language	28	#Dance	0	#CTE	32
Racial/Ethnic Origin											
American Indian or Alaska Native	1%	Black or African American	31%	Hispanic or Latino	16%	Asian or Native Hawaiian/Other Pacific Islander	1%	White	42%	Multi-racial	7%
Personnel											
Years Principal Assigned to School	16		# of Assistant Principals	1	# of Deans	0		# of Counselors / Social Workers	2		
Teachers with No Valid Teaching Certificate	0%		Teaching Out of Certification	0%	Teaching with Fewer Than 3 Yrs. of Exp.	3%		Average Teacher Absences	3.5%		
Credit Accumulation (<i>High School Only</i>) and Performance Rates											
% of 1 st yr. students who earned 10+ credits			% of 2 nd yr. students who earned 10+ credits			% of 3 rd yr. students who earned 10+ credits			4 Year Graduation Rate		
ELA Performance at levels 3 & 4	14.2		Mathematics Performance at levels 3 & 4	6.3		Science Performance at levels 3 & 4	63.7		6 Year Graduation Rate		

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Math			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

Recently identified by the Interim School Leader on her appointment

1. Re-establish processes, systems, and procedures in the areas of safety and communication.
2. Ensure a safe and positive school environment for all students and families, and improve monitoring procedures.
3. Provide vehicles for staff, students, families, and the community to have a voice, pride, participation in, and ownership of East Middle School.
4. Ensure highly effective instruction using CCLS in ELA and math.
5. Ensure highly effective teachers and leaders through performance evaluations.

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).			X	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.			X	
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.			X	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).			X	
OVERALL RATING FOR TENET 2:				D	

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.			X	
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
OVERALL RATING FOR TENET 3:				D	

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.				X
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			X	
	OVERALL RATING FOR TENET 4:			D	

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.				X
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.				X
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.			X	
	OVERALL RATING FOR TENET 5:				I

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

#	Statement of Practice	H	E	D	I
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6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.			X	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.			X	
OVERALL RATING FOR TENET 6:				D	

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement:

Since her arrival in January 2014, the interim school leader has identified the need to create a vision, an improvement plan, and appropriate SMART goals as priorities for the school, as stakeholders are not aware of what the vision or goals are. Strategic planning and decision-making includes the observation of instructional practices. However, feedback to teachers is not specific or linked to professional development (PD). As a result, school improvement is not having an impact on student achievement.

Strengths:

All ratings for this tenet are all **Developing or Ineffective** and therefore comments are listed under **Areas for Improvement**.

Areas for Improvement:

2.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

Overall Finding:

The school leader does not consistently ensure that the school community shares SMART goals aligned to a vision as outlined in the school SCEP.

Evidence/Information that Lead to this Finding:

- While the school leader is working to create a school improvement plan, the review team found that the plan lacks the necessary specificity required in order to drive the work of the school forward. Additionally, while the school leader shared that the school has identified SMART goals, interviews with parents, students, and teachers demonstrated that not all constituents are aware of what those goals entail, as they did not participate in their creation. For example, parents stated that they have little understanding of what the school is focusing on regarding improvement. Furthermore, while teachers shared that the use of data is one of the school’s goals, they were unclear about how to use data to achieve these goals, as they too stated that they were not involved in creating, or monitoring, the goals in order to ensure that they improve learning outcomes.
- The interim school leader stated that she identified improving the school’s safety and environment as a priority, upon observing a number of behavioral incidents. As a result, she is developing a plan to re-align the school’s vision and goals in relation to student behavior to ensure all students learn in a physically and intellectually safe environment.
- The review team did not find evidence that the school leaders monitor and evaluate data related to

SMART goals. Additionally, while staff reported that they collect a large amount of data, such as attendance and suspension information, staff reported that they are unclear about how to analyze and use this data.

Impact Statement:

A lack of clear goals connected to a long-term vision, limits the school's ability to make progress, which in turn hinders student academic achievement.

Recommendation:

- Ensure that a representative group of stakeholders work with the school leaders to develop a data-driven mission for student achievement and well-being connected to the school's long-term vision and goals.
- Ensure that the SMART goals are regularly monitored and evaluated.

2.3 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

Overall Finding:

The newly appointed interim school leader is beginning to make strategic decisions related to human, fiscal, and programmatic resources, in order to support the needs of the school community.

Evidence/Information that Lead to this Finding:

- While the school leaders shared that the school has an extended learning time program in place for some students, its primary focus is on exercise and healthy living, not academic achievement.
- The newly appointed interim school leader informed the review team that many decisions related to hiring take place at the district level. However, the school leader reported that she has been working with the district, and has been involved in the hiring of several new teachers.
- Similarly, the school leader shared that while the district makes fiscal decisions regarding the school, and that currently the district has frozen spending, the interim school leader was able to identify items that the school urgently needed. As a result, the school was able to purchase new tables to improve the classroom environment.
- The school leader stated that she is working with the district to develop procedures and protocol regarding expectations for student behavior.

Impact Statement:

The newly appointed interim school leader is beginning to make limited strategic decisions to support the use of programmatic, human, and fiscal resources in order to meet the needs of the school community, which will improve student success.

Recommendation:

- Develop systems and protocols so that the extended learning program focuses on student achievement for as many students as possible.

2.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

Overall Finding:

The school leader is beginning to implement a system, aligned to the district's APPR, to conduct teacher observations and provide teachers with feedback.

Evidence/Information that Lead to this Finding:

- The school leaders shared that they have only recently begun to visit classrooms since the interim leader's appointment, in order to focus on the quality of teacher instruction. Additionally, the school leader stated that a formal plan, aligned to the district's APPR, to conduct targeted and frequent observations and track teacher progress, is in the process of being developed. A review of records provided evidence for the review team that not all teachers have received formal and informal visits. The interim school leader acknowledged the leaders are behind schedule because this system has only just started. As a result, school leaders are not clear about the quality of instruction that is taking place across the school.
- Discussions with the interim school leader, and document review, provided evidence that while some teachers are receiving feedback aligned to established criteria, the feedback is not always specific enough to help bring about improvements. Additionally, the review team found that there are teachers who have not received any formal feedback. Further, evidence from discussions with the school leaders and staff demonstrated that school leaders do not connect observations with student data and performance.

Impact Statement:

The school leader is beginning to hold administrators and staff accountable; however, limited feedback that does not consistently connect student progress to teacher practice hinders student academic achievement.

Recommendation:

- Develop a clear plan, aligned to the district's APPR, to observe all teachers in their classrooms.
- Ensure that teachers receive actionable feedback, which directly aligns to established criteria, and PD opportunities to improve instructional practices.

2.5 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

Overall Finding:

School leaders are developing plans to use evidence-based systems and structures to examine and improve school-wide practices.

Evidence/Information that Lead to this Finding:

- Discussions with the interim school leader demonstrated for the review team that the school does

not have consistent evidence-based systems and structures in place. Additionally, the school leader stated that she is aware of this, and is working on a plan to improve the school’s use of data. Further, the review team found that procedures for monitoring and revising practices are inconsistent in relation to improvement areas outlined in the SCEP.

- During classroom visits, the review team found a lack of consistency in the procedures and policies teachers use to focus on student achievement. For example, while teachers collect academic data on individuals, only some teachers are effectively using this data. Further, there is little evidence to show that most teachers use assessment data to plan for and deliver lessons, or use it to develop individual goals for student achievement. Additionally, teachers do not use the data to monitor learning or revise instructional strategies.
- The review team did not find evidence that the school is using data related to student social and emotional development effectively. While visits to classrooms, and interviews with school leaders, staff, and students demonstrated for the review team that behavior is adversely impacting the learning environment, there are no structures in place to examine school practices regarding behavior based on data, in order to improve staff practices in creating a safe environment. The school leader shared that she recognized the need to develop teacher capacity in this area, and is developing plans to support improvement.

Impact Statement:

The lack of clear and consistent evidence-based systems to examine and improve critical school-wide practices hinders the school’s progress toward goals, and limits student achievement.

Recommendation:

- Raise the expectations of all staff regarding their involvement in school improvement by ensuring that they use evidence-based systems and structures to address individual and school-wide practices.
- Focus on practices related to student achievement and behavior.
- Improve the monitoring and evaluating procedures used by school leaders, so that they are rigorous, focused, and connect to achieving the priorities articulated in the SCEP.

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Tenet Rating

D

Debriefing Statement: The interim school leader has enabled teachers to begin to plan and deliver instruction aligned to the CCLS in some classrooms. In addition, the introduction of complex materials, skill sequencing and scaffolding, interdisciplinary partnerships, formal and informal assessments, and meaningful feedback to students are beginning to take place in some classrooms. However, teachers do not consistently incorporate coherent CCLS aligned curricula and assessments into all classrooms. There is a limited focus on providing differentiated materials for individuals, or sub-groups, which impedes student learning across the school.

Strengths:

All ratings for this tenet are all **Developing or Ineffective** and therefore comments are listed under **Areas for Improvement**.

Areas for Improvement:

3.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

Overall Finding:

The school does not consistently implement a rigorous and coherent curricula aligned to the CCLS that meets the needs of all students.

Evidence/Information that Lead to this Finding:

- The interim school leader shared with the review team that she is beginning to develop a written plan that focuses on targeted goals to address the needs of students, and to ensure the effective implementation of the CCLS. However, the review team found, through classroom visits, and discussions with teachers, that presently teachers do not consistently implement a curriculum that meets the needs of all students. Additionally, as all teachers have not been observed by the school leader, there is limited understanding of the quality of curriculum planning and its implementation.
- While the school has provided some limited PD for teachers to support the implementation of the CCLS, there is currently little focus on tailoring and planning the curricula to meet the needs of individuals and student subgroups. In the classrooms visited, students generally completed the same task, and learning was limited. Teachers stated to the review team that they are beginning to gain confidence in looking at assessments and student work to identify areas of support; however, this is at an early stage of development.
- A review of staff and department meeting agendas, and the school development plan, demonstrated to the review team that the school leader encourages the use of the CCLS. Additionally, some teachers stated that they are beginning to understand how to implement the CCLS instructional shifts; however, others stated that they remain unclear. In some classes, teachers use appropriate support materials to enhance learning but this is inconsistent. The review team did not find evidence of systems in place to monitor staff implementation of curricula.

Impact Statement:

The school's implementation of curricula does not consistently meet the needs of all students, which limits student college- and career-readiness.

Recommendations:

- Develop and regularly monitor a plan for curricula implementation that includes targeted goals, and focuses on the achievement and needs of all students and groups.
- Ensure that teachers have access to training aligned to CCLS curricula and instructional shifts, and monitor their developing understanding in this area.

3.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

Overall Finding:

Teachers do not consistently develop plans that include DDI protocols and align to the CCLS to address student achievement needs.

Evidence/Information that Lead to this Finding:

- The review team found that there is no consistent format for writing lesson plans. While some teachers use lesson plans, other teachers do not plan at all. Additionally, a review of documents demonstrated for the review team that lesson plans do not consistently align to the CCLS. For example, the review team found little evidence of higher-order thinking skills in lesson plans across subject areas. While there was evidence to show that some teachers in the intervention classes are scaffolding skills to support learning, these teachers limited the use of complex materials.
- The review team found an inconsistent approach to the way teachers use data to plan instruction in order to meet the needs of individual students or sub-groups. Teacher interviews and classroom visits provided the review team with evidence that ELA and math teachers use assessments to gain information on how individual students are learning. However, only a few teachers used this information to adjust their plans for individual students or subgroups. Instead, teachers taught to the center, while many students in the classrooms visited did not find the work challenging, or found the work too difficult. As a result, teachers are not using data to adjust plans to meet the needs of students.

Impact Statement:

The lack of consistency and rigor in lesson plans hinders student growth in meeting the demands of the CCLS, and does not lead to improved achievement for all students.

Recommendation:

- Ensure that teachers use unit and lesson plans that align to the CCLS and NYS content standards, and address achievement for all groups of students.
- Monitor and adjust curricula to support the CCLS instructional shifts, and ensure that teachers promote higher-order thinking skills for all students.

3.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

Overall Finding:

The school leader and teachers are developing a plan to create interdisciplinary curricula across the school.

Evidence/Information that Lead to this Finding:

- The interim school leader and teachers shared that they are in the early stages of developing a plan to address an interdisciplinary curricula. The school leader shared that these plans will enable teachers to spend more time collaborating in order to provide a richer learning experience to students in the classroom. However, currently there is little formal interdisciplinary learning across the school.
- During a teacher meeting, the review team found that some teachers are beginning to connect subjects. For example, teachers discussed connecting literacy and writing with social studies. Additionally, students in the student group meeting shared how some of their teachers are making connections between science and ELA. However, these occurrences are not consistent across the school.
- While the review team found several examples of teachers and students using technology to improve the quality of learning, there was no consistency for the use of technology to support learning across the school.

Impact Statement:

Inconsistent and limited opportunities for students to engage in cross-curricula activities, hinders student's ability to be academically successful.

Recommendations:

- Ensure that leaders work collaboratively with teachers to form partnerships and develop interdisciplinary curricula that link the arts, technology, and other enrichment opportunities within and across all grades and subjects.
- Evaluate the impact of this work on student engagement and academic success.

3.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

Overall Finding:

Teachers do not consistently implement a system for using formative and summative assessments for strategic curriculum planning that meets the needs of students.

Evidence/Information that Lead to this Finding:

- While the review team found that teachers collect data, they do not consistently use the information to make curricular decisions. During a teacher meeting, teachers discussed student assessments in ELA, math, and science. However, the review team found that the conversations were general, and that teachers did not analyze the information to make adjustments for individual learners or subgroups.
- While a review of documents, and classroom visits, showed the review team that some teachers use assessment data to identify the progress of students, there was limited evidence of teachers using this data to adjust instruction. Instead, during classroom visits, most teachers focused on implementing what was in the written lesson plan, rather than on monitoring student learning and modifying instruction to meet student needs. As a result, some students appeared to be either

bored or inattentive.

- Through a review of documents, as well as interviews with students and staff, the review team determined that not all teachers give students individual academic targets to allow them to reflect on, and become involved in, their own learning. There was limited evidence of teachers providing feedback to students, either verbal or written, to enable students to take ownership of their learning.

Impact Statement:

A lack of alignment between curriculum and assessment limits instruction that meets students' needs, and does not provide students with opportunities to reflect on, and take ownership of, their learning, which hinders student success.

Recommendation:

- Ensure that teachers analyze and interpret data, and adjust instruction based on data, in order to improve achievement and provide students with opportunities to take ownership of their learning.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

Tenet Rating

D

Debriefing Statement: Teachers are beginning to support the alignment of instruction to lesson plans that are linked to the CCLS and reflect the CCLS shifts. Teachers do not consistently develop higher-order thinking skills or manage student behavior. Additionally, only a few teachers differentiate to meet the wide range of abilities within their classes, and the needs of students. The practices, expectations, and instructional decision-making of teachers are not consistent or aligned to the CCLS. As a result, few students demonstrate high levels of engagement, thinking, and achievement.

Strengths:

All ratings for this tenet are all **Developing or Ineffective** and therefore comments are listed under **Areas for Improvement**.

Areas for Improvement:

4.2 **The school has received a rating of *Developing* for this Statement of Practice:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

Overall Finding:

School and teacher leaders are developing instructional practices around plans that inconsistently meet the needs of all students.

Evidence/Information that Lead to this Finding:

- Classroom visits provided evidence for the review team that instructional practices vary across grades and subjects. The review team found that in some classrooms, teachers are planning the implementation of particular instructional strategies to advance learning. For example, in an ELA class visited, the teacher planned and taught a thinking strategy for students to use when answering questions about a text. This planning and instruction resulted in a deep conversation among students. However, this practice is was not consistent across the school, as the review team found that teachers in some classrooms do not plan lessons at all. As a result, many students are not engaged because the learning tasks are not designed to challenge all students.
- Evidence from classroom visits, and a document review, demonstrated that only a small number of teachers are using data to plan for struggling students, or for those who need more challenging work. While during a teacher meeting, teachers discussed ELA, math, and science assessment results, the conversation lacked focus and there was no indication of how teachers planned to adjust their instruction based on this conversation. Additionally, the review team found that school leaders are not supporting teachers in learning how to adapt their instruction to meet student needs based on data.
- While teacher leaders are beginning to work with teachers on establishing goals for individual students, and for different groups of students, the school leader informed the review team that this process is just developing. However, goal setting across the school is presently inconsistent. Teachers shared with the review team that assessment data lets them know how students are progressing; however, they do not use this information to create individual student goals.

Impact Statement:

Inconsistent instructional practices to promote high levels of student engagement and inquiry hinder student academic achievement.

Recommendation:

- Ensure that all teachers use lesson plans that are consistent and informed by data.
- Ensure that instructional practices are adaptive and aligned to the needs and abilities of all students, including individuals and subgroups, such as students with disabilities and English language learners (ELLs).
- Ensure teachers create student goals to increase student achievement.

4.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

Overall Finding:

Teachers do not consistently provide coherent instruction aligned to the CCLS that lead to multiple points of access for all students.

Evidence/Information that Lead to this Finding:

- Classroom visits showed the review team that that some teachers are beginning to use language associated with the CCLS, particularly when they write their learning objectives. However, the alignment of instructional practices to the CCLS is inconsistent across classrooms. While a few

teachers are beginning to reference both the CCLS and the instructional shifts in their planning, particularly in ELA, this practice is not yet consistent across the school. Furthermore, the review team did not find evidence that school leaders are monitoring instruction to ensure it aligns to the CCLS.

- Classroom visits demonstrated to the review team that few teachers ask high-order thinking questions designed to enable students to think deeply. While several teachers did ask open-ended questions, the majority of teachers in the classrooms visited asked low-level questions that required single answer responses, and teachers did not ask follow up questions to push student thinking. On numerous occasions, the review team observed students disengaged from learning, and not responding to low-level teacher questions.

Impact Statement:

Instructional practices do not consistently lead to high levels of student engagement or academic achievement.

Recommendation:

- Ensure that all teachers provide instructional practices aligned to the CCLS, to promote student engagement.
- Ensure that teachers provide regular opportunities for students to think deeply about text, in order to develop higher-order thinking skills.

4.4 **The school has received a rating of *Ineffective* for this Statement of Practice:** Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

Overall Finding:

Teachers do not implement a plan to create a learning environment that is responsive to student needs.

Evidence/Information that Lead to this Finding:

- While teachers in the vertical teacher focus group stated that students are expected to be ready, responsible, and respectful, classroom visits demonstrated that teachers did not consistently manage student behavior across the school. This was confirmed when teachers informed the review team that all staff follow their own plan for managing behavior. Students shared with the review team that they were aware of a referral system for students who misbehave, but they went on to state that many students are referred for bad behavior. Additionally, students stated that they do not feel safe, and that teachers do not manage student behavior well, which affects their ability to learn.
- The review team did not find evidence of a learning environment that is intellectually challenging, or meets the needs of students. The review found few opportunities for students to work collaboratively, or express their values and perspectives.

Impact Statement:

The learning environment is not intellectually or physically safe for all students, which limits student academic success.

Recommendation:

- Ensure that everyone in the school community, adults and students, works together to improve relationships and behavior, and focus on respect for all, and a learning environment that is responsive to all students varied experiences, and tailored to their strengths, needs, and abilities.

4.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

Overall Finding:

Teachers do not consistently use assessment data sources to inform their planning or help students participate in their own learning process.

Evidence/Information that Lead to this Finding:

- School leaders and staff informed the review team that teachers have access to a wide range of data from assessments to help inform instruction. While during classroom visits, and through a review of documents, the review team found that some teachers use data to adjust student groupings and instructional strategies, this practices is not consistent across the classrooms. In many classrooms, teachers are not progress monitoring or using assessments to develop lesson plans that are adaptive and responsive to student strengths and needs.
- The review team found that feedback to students is inconsistent across the school. While the school leader shared that she is aware of this, and is working on a plan to develop teacher’s capacity to provide students with feedback, this plan is not presently in place. Students shared with the review team that while on-going verbal feedback does take place in classrooms, it is general and not specific to help them improve their work. This was confirmed by a review of student work that contained teacher feedback, which was general and did not provide next steps.

Impact Statement:

Data-based instruction across the school is inconsistent, and does not provide students with specific feedback and next steps to help them take ownership of their learning, which hinders student academic progress.

Recommendation:

- Ensure that all teachers analyze assessment data and use it to inform their planning and instructional practices, in order to meet the needs and abilities of all students.
- Provide students with clear feedback so that they know where they are in their learning, and what they need to do to improve.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Tenet Rating

I

Debriefing Statement: The interim school leader has identified improving the safety and the support of students as priorities. Classroom teachers are not analyzing their practices in order to improve respectful and responsible classroom behavior. A lack of data analysis has resulted in a system that does not clearly identify

barriers to social and emotional developmental health. Not all students have access to opportunities to increase their success, either socially or academically.

Strengths:

All ratings for this tenet are all **Developing or Ineffective** and therefore comments are listed under **Areas for Improvement**.

Areas for Improvement:

5.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

Overall Finding:

The school does not consistently use systems that support and sustain student social and emotional developmental health and academic success.

Evidence/Information that Lead to this Finding:

- The staff shared with the review team that 16 percent of the students are known by adults, as they are part of a voluntary and informal mentoring system that involves support staff, but this only encompasses approximately one quarter of the school population. Additionally, teachers reported that they are unsure if this process addresses students' social and emotional developmental health needs fully.
- While staff shared that there is a system for referring students, the review team found that teachers do not consistently use this system across the school. Students shared that some teachers make many referrals, while others make few. Further, students stated that they have difficulty learning during lessons due to poor behavior in their classrooms.
- While some staff shared with the review team that they collect data informally to track student attendance and suspension, support staff were unsure about the data, and did not know how many students the school had suspended. Per a review of documents, the school has suspended one twelfth of all students in the school, over 150 suspensions in all, due to serious incidents. However, the review team did not find evidence of how the school is monitoring these students, or using this information to change practices in order to meet the needs of students.

Impact Statement:

Inconsistent systems that address barriers to social and emotional developmental health hinder student academic success.

Recommendation:

- Establish a consistently applied system for staff that focuses on research-based programs, practices for referral, and support for all students.
- Ensure that it promotes social and emotional developmental health and academic success for all students, particularly in relation to expected behavior and respect for all, and the importance of regular attendance.

5.3 **The school has received a rating of *Ineffective* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

Overall Finding:

The school does not articulate or promote a vision for social and emotional developmental health aligned to a curriculum or program to provide students with learning experiences and a safe school environment.

Evidence/Information that Lead to this Finding:

- Interviews with staff and students, and a review of documents, demonstrated to the review team that the school does not have a vision for social and emotional developmental health aligned to a curriculum or program. Teachers stated to the review team that there was no program in place to support the teaching of social and emotional developmental health. In addition, the review team found that teachers did not connect their work in the classroom to a vision for the social and emotional health of students, and its impact on student behavior.
- During classroom visits, the review team found that staff inconsistently responds to student behavior. For example, some teachers insist on their students walking on the ride side of the hallway, while others let their students walk in an unstructured manner through the halls. The review team saw students kicking, punching, and talking to each other during classrooms visits and in the hallways. In addition, staff members did not consistently deal with these situations. Further, students shared with the review team that teachers do not always handle behavior issues in the classrooms, and as a result, learning is limited and not all students feel safe in school.
- During interviews, support staff could not give the review team clear examples of when they last gave teachers guidance, or support, on how to enable students to learn in a safe community. Additionally, the review team found little evidence of teachers having received PD to help them develop their capacity to support student social and emotional developmental health.

Impact Statement:

A lack of staff understanding regarding the connection between the social and emotional developmental health of students and their learning, limits the school's ability to meet the needs of students, and hinders student academic growth.

Recommendation:

- Ensure the use of a curriculum aligned to a vision that supports the social and emotional health needs of all students.
- Provide professional development to all staff so that the school community can gain a better understanding of the importance of a safe and healthy environment.

5.4 **The school has received a rating of *Ineffective* for this Statement of Practice:** All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

Overall Finding:

All school stakeholders do not work together to develop a common understanding of their contributions in creating a safe school community that supports student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- The school leader informed the review team that the district and the interim school leader have recently been involved in setting up behavior protocols for the staff to use in the school. For example, the school leader shared that these protocols include staff responsibilities for general conduct, for students entering the building at the beginning of the day, and for lunchtime expectations. However, the school leader and staff stated that the implementation of these protocols is currently inconsistent.
- Teachers stated to the review team that they feel unsafe sometimes at school due to poor student behavior. Students confirmed to the review team that they found it noticeable that some teachers were scared of students. Classroom visits, and discussions with staff and students, demonstrated that there are few procedures and practices in place for dealing with student social and emotional developmental health. As a result, both staff and students are confused about their expectations.
- Parents shared with the review team that they are concerned about their children's safety in school. Additionally, parents went on to state that staff does not successfully address poor student behavior and bullying. Further, the review team found that parents, and staff, were unclear what the school's vision is for student social and emotional developmental health.
- Students shared with the review team that they do not all feel safe in school, as staff does not deal with safety issues consistently across the school.

Impact Statement:

School constituents are not able to articulate the school's vision for social emotional developmental health, or define their contributions, which hinders student success.

Recommendation:

- Implement a system for monitoring and responding to student social emotional developmental health needs by including protocols and processes that identify teachers, counselors, parents, and other stakeholders' roles in this process.
- Ensure that all stakeholders, particularly teachers, counselors, and parents, fully understand the school's vision for student social and emotional developmental health.

5.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

Overall Finding:

The school leader is developing a plan to support teachers with structures for using data to respond to student social and developmental health needs.

Evidence/Information that Lead to this Finding:

- The interim school leader shared that she is in the early stages of developing a plan to support teachers in understanding and using data to target and track individual student's social and

emotional health needs. Further, the school leaders reported that they are beginning to analyze attendance, behavior, and suspension data, as part of a plan to provide PD to develop staff capacity in addressing student social and academic needs. A review of documents showed that just under half of the school population has received one or more discipline referrals, mainly for incidents that took place during classroom instruction.

- Support staff stated that they have no plans to provide support to teachers based on the analysis of data. The review team found that the support staff and teachers do not collaborate in order to meet student needs.

Impact Statement:

The school is developing systems to provide students with opportunities to be socially and academically successful based on data; however, presently the inconsistent use of data to support student needs hinders their academic and social success.

Recommendation:

- Establish and implement a plan for all staff to use data to target and track student social and emotional health needs.
- Ensure that this plan is shared with all stakeholders, particularly parents, so that everyone understands that they are working together to increase student success.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Tenet Rating

D

Debriefing Statement: The interim school leader recognizes the need to develop, implement, and monitor a plan for improving relationships with families, and communicating the school’s academic and behavior expectations. The school leader is developing a PD plan for teachers to improve their connection with parents. There is insufficient reciprocal communication between the home and school on student achievement and social-emotional growth.

Strengths:

All ratings for this tenet are all **Developing or Ineffective** and therefore comments are listed under **Areas for Improvement**.

Areas for Improvement:

6.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

Overall Finding:

The school communicates inconsistently with students and families regarding high expectations for student academic achievement.

Evidence/Information that Lead to this Finding:

- Parents shared with the review team that they currently have two opportunities each year, parent-teacher conferences, to meet with teachers to discuss student achievement. A document review demonstrated that approximately half of the school's parents attend these conferences. Parents reported that they did not feel that there were many other opportunities for them to gain insight into their children's progress, and that the teachers do not consistently communicate with them. For example, some parents stated that they interact with teachers daily and find this communication helpful, while others stated that they wait for teachers to contact them. Additionally, parents stated that they would welcome more tips and tools from the school on how to engage their children at home.
- Some parents shared that they are concerned about student behavior in school, and have concerns about how teachers respond to this behavior.
- The review team found limited evidence that the staff regularly reviews and adjusts communication with families in order to build relationships that foster high expectations for student achievement.
- The school leader shared with the review team that she is developing a plan to improve the school's communication with families regarding student academic achievement.

Impact Statement:

The relationship between the school and families does not consistently help meet student needs, which hinders student college- and career-readiness.

Recommendation:

- Improve relationships with parents by ensuring that procedures and policies are consistent and communicate the school's high expectations for student achievement.
- Ensure parents are clear about the ways they can support their children's learning at home.

6.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

Overall Finding:

The school is beginning to develop a plan to foster reciprocal communication with families in order to support student needs.

Evidence/Information that Lead to this Finding:

- The school leader shared that the school is developing a plan to invite parent voice into the school's priorities and goals. Additionally, the interim school leader shared that the plan will also monitor the effectiveness of the communication with parents, in order to make it reciprocal. However, presently, parents informed the review team that the school has not surveyed them, or provided them with opportunities to volunteer or be involved in the school's work.
- Parents shared with the review team, and a review of documents confirmed, that they have begun to receive newsletters from the school, which they appreciate.
- A review of documents provided evidence that the school translates documents into Spanish, the prevalent second language spoken by families at the school, when needed.

Impact Statement:

The school is developing reciprocal communication with families in order to provide opportunities for parents to support their children's academic and social emotional growth.

Recommendation:

- Provide consistent and regular communication between the school and home to ensure that all parents develop a better understanding of school life, in order for them to support their children's academic achievement and social and emotional growth.
- Continue to ensure that families who speak languages other than English receive information that they can understand.

6.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.

Overall Finding:

The school is developing plans to partner with families and community agencies to provide training to support student success.

Evidence/Information that Lead to this Finding:

- The school leader shared that she is working to develop a plan to improve communication with community agencies, in order for them to play a greater role in providing workshops and guidance to families in supporting their children's growth.
- The review team found evidence that the school is beginning to ensure that teachers and staff develop their understanding of how to develop and sustain family engagement. A review of the school's PD plan demonstrated that the school has offered PD activities to develop staff capacity in this area. For example, PD included speakers talking about cultural diversity and sensitivity.

Impact Statement:

The school is working to develop plans to partner with families and community agencies to support student success; however, presently these systems are not fully established, which impacts student achievement.

Recommendation:

- Ensure that all staff receives PD on how to develop and sustain partnerships with families.
- Provide guidance through community agencies for parents on how they can support their children's learning, to help forge a strong partnership between the home and school.

6.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

Overall Finding:

The school does not consistently share data with families in order to empower them to advocate for their children.

Evidence/Information that Lead to this Finding:

- The interim school leader shared with the review team that she recognizes that the school needs to improve how it collects and shares data to identify family needs. While the review team found evidence that some staff members are using data to respond to student and family needs, this work is inconsistent across the school.
- The school does not consistently share student data to enable all parents to understand how well their children are doing. As a result, during the parent meeting, some parents stated that they were unclear about their children's progress. Additionally, there was limited evidence that parents know where to go for extra support for their children.

Impact Statement:

The school community does not consistently empower families to take action to support student learning, which hinders student success.

Recommendation:

- Implement a system to enable the school community to share data with families, so that they can understand student-learning needs, and know where to ask for student support.